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Research Paper

A Comparative Study: Emotional Intelligence and Adjustment in Team and Individual Athletes

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ABSTRACT

Emotionally intelligent athletes can get themselves into the appropriate emotional states for the demands of the situation. It strengthens competitiveness, personal and professional values, self-assessment, teamwork, leadership, empathy, and emotional control. Adjustment in sports has better outcomes: lower rates of depression and loneliness, and higher levels of self-esteem and subjective well-being. This study was conducted to compare/find the level of emotional intelligence and adjustment in a team and individual athletes. The sample consisted of 80 athletes of various sports. Out of 80 athletes: 40 were individual athletes and 40 were team athletes of the age group 18-30. The study concluded that there is no significant difference in the Emotional Intelligence and Adjustment in a team and individual athletes.

Keywords: *Emotional Intelligence, Adjustment, team athletes and individual athletes.*

"Whatever is going on inside your head has everything to do with how well you end up performing".

Sport is a form of competitive physical activity which improves the physical and mental ability and skills of participants. The goal of sports is to enhance one's performance in competition and increase one's potential for success in a particular sport. There are two types of sports: Individual and Team sports. Team sports are practiced between two opposing teams where players generally interact directly and simultaneously between them to achieve an objective. In individual sports, there is a competition but athletes play without teammates. Of all factors affecting sports performance, it seems that the most important is the ability of the athlete to identify and assume the appropriate feeling required to perform at his best when they need to. Today, sports psychology has emerged as a field with a research tradition that provides a foundation for direct applications with athletes and focuses on performance enhancement, psychological development, and clinical issues. Emotion is an inherent part of the competitive experience. Emotion can be understood among subjective and objective factors which give rise to behavioral changes and affective experiences.

Emotional Intelligence is the ability of an individual where they understand and manage their own emotions in a positive way to reduce stress, communicate effectively, empathize others,

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overcome challenges and defuse conflicts. It helps one build a stronger relationship, achieve career and personal goals. There are three main skills included in emotional intelligence: emotional awareness, ability to identify ones and others emotions, ability to apply their emotions in thinking and problem solving.

Adjustment is a behavioral process by which individuals maintain equilibrium among their various needs and obstacles in their surroundings. Emotional Adjustment in sports athletes is a process by which they can cope with emotions about one's psychological discomfort and mental make-up. Social Adjustment is the process by which an athlete can keep ace and able to cope with social demands to achieve his/her performance. The adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non-fulfillment of this need, (3) varied activity, or exploratory behavior accompanied by problem-solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

LITERATURE REVIEW

- **Emotional Intelligence**

Toka et al. (2013) in his study discussed the effects of trait emotional intelligence (EI) and the Big Five personality traits on athletes' ability to tolerate stress during isometric Maximal Voluntary Contraction (MVC). There were 52 athletes with the age of 21 year volunteered to participate. The sample size of the study was 1000 athletes. The athlete's maximal voluntary contraction values were positively associated with conscientiousness and trait emotional intelligence regardless of presence or absence of mental stressor. The results of his study showed that personality trait explains variability in MVC and emotional intelligence increased the athlete's ability to predict MVC. Hence it concluded that athletes with higher level of conscientiousness and trait emotional intelligence may be able to tolerate more stress without a decrease in performance.

Hemmatine Zhad et al. (2012) studied the relationship between emotional intelligence and athlete's mood with team efficiency and performance in elite handball players. There were 95 volunteers in his study who completed the Emotional Intelligence Scale and the Brunel Mood Scale. The Handball player's performance analysis in terms of the schedule of competition in end of competitions that was divided to three parts (top parts: high performance, second part: middle performance and three part: weak performance). The findings revealed a significant relationship between mood and self-efficiency and performance in handball players. Although there no significant relationship was found between Self-awareness and Empathy with emotional intelligence, overall, there were significant relationship between emotional intelligence and performance.

Boroujenia et al. (2012) examined the relationship between emotional intelligence, competitive anxiety before a competition and mental toughness of female basketball players. Emotional intelligence questionnaire, competitive state anxiety inventory CSAI-2 and mental toughness questionnaire were utilized in this study. The results revealed that although emotional intelligence of two teams were significantly different, but competitive anxiety and mental toughness of them didn't confirm significant difference. Results showed negative relationship between Emotional Intelligence and competitive anxiety. This study demonstrated that Emotional Intelligence and mental toughness in weak team had negative correlation significantly. Hence it was concluded that Emotional Intelligence can be one of the factors for success in outstanding teams.

Crombie, Lombard and Noakes (2011) investigated the effect of emotional intelligence training and development on the emotional intelligence profile scores of individual cricketers. The emotional intelligence of the players was measured pre and post intervention using the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT). The results indicated emotional intelligence training and development may contribute to increasing the emotional profile of individual cricketers. Lane (2010) investigated the relationships between emotional intelligence, pre-race, and post-race emotions in 10-mile runners. Results lend support to the notion that emotional intelligence is associated with emotional well-being.

Tamminen and Crocker (2013) examined emotional self-regulation and interpersonal emotion regulation within a team of competitive athletes. Data collection involved multiple semi-structured interviews with all four members of a female high-performance curling team, as well as observation of team meetings, practices, and games over the entire season. The study showed that there is a relationship between emotion self-regulation and interpersonal emotion regulation. The study concluded that there is the complex interplay between athletes' emotions, emotional expression, and self-regulation to achieve multiple goals.

- **Adjustment**

Grewal (1991) studied, physical fitness, attitude towards physical activity and adjustment among university students across, socio-economic status. The data for physical fitness consisted of pull ups, sit-ups, shuttle run, standing broad jump 50 yards run and 600 yards run. The study revealed the following findings. The subjects of three socio-economic level i.e., high, middle and low differed on the variables of physical fitness, attitude towards physical activity and adjustment. The middle socio-economic group differed was superior in physical fitness to the other two groups. The socioeconomic level differed with various components of physical fitness test. Hence it concluded that there was no significant relationship between physical fitness and attitudes towards physical activity in any of the three socio-economic groups.

The purpose of Jackson's (1989) research was to find out the differences between two team players and those who do not participate, regarding their physical fitness status, their self-concept, relationships with their peers, and teachers' concept of their social adjustment in classes. In the area of physical performance, significant differences were found between team status groups, as well as, between the sexes. The study found that athletics score significantly better in self-concept and social adjustment. So, through this study it was concluded that boys scored significantly better than girls did in only the physical performance activities requiring abdominal and explosive leg strength.

Dillon (1986) had done a comparative study of the personality characteristics, adjustment and motivational factor of non-participant and participant children of secondary schools in physical activities. His findings showed that participants scored more in adjustment scale than the non participants. Hence the study concludes that the participants have scored more in every aspect than the non-participants.

Sperling (1942) conducted the study to find out the relationship of personality, social-adjustment to achievement in physical education and games between athletes and non-athletes. The sample size of the study was from the younger adult group. The athletes were scored more in the personality and social adjustment than that of the non-athletes. So, study found significant difference in social adjustment in favour of athletes. The purpose of the study conducted by Singh and Saini (1993) was to measure the intelligence, extroversion,

neuroticism and adjustment patterns of Hockey players playing at three levels. The results of the study revealed that there was significant difference on extroversion traits among the hockey players at inter district levels as compared to inter zone levels of both male and female players.

Powell (2007) conducted a study on relationships among adjustment in various fields of life and health practice to performance of physical education activities among various athletes of different sport. The results revealed that players of different sports found high significant relationships among adjustment in various fields of life. Rarich and Mckee studied 20 third grade children, who exhibited extreme levels of achievement on motor proficiency tests to evaluate their level of social adjustment and personal relationships. The result showed that these children tended to be frequently well adjusted in schools as well as in personal relationships.

Research Questions

- Whether there is difference between Team athletes and Individual athletes with respect to Emotional Intelligence?
- Whether there is difference between Team athletes and Individual athletes with respect to Adjustment?

METHODOLOGY

Problems and objectives

1. It is important to have active participation in sports for every individual.
2. It helps them to cope with the intense pressure that comes from competition.
3. It helps to overcome problem with focus and motivation.

Purpose of the present study is to compare the Emotional Intelligence and Adjustment in Team and Individual athletes playing at different levels.

Hypothesis

1. There is no significant difference in the emotional intelligence and adjustment level in team and individual athletes.
2. Emotional intelligence is more in team athletes as compared to individual athletes.
3. Adjustment level is more in team athletes as compared to individual athletes.

Operational definition

Emotional Intelligence:

According to Nicola Schutte, Emotional intelligence is the ability to understand and to regulate emotions in one and in others. EI can be measured as ability, using a test similar to an IQ test, or it can be measured as a personality trait.

Adjustment:

According to Lambert, Adjustment refers to the behavioural process of balancing conflicting needs or needs challenged by obstacles in the environment.

Sample

The sample size of this study is 80 participants. The sample is divided into two groups: Individual and team athletes which are further sub dived based on various sports. 40 team athletes are divided into 5 different sports (volleyball/ basketball/ football/ cricket/ hockey).

40 Individual athletes are divided into 5 team sports (badminton/ swimming/ tennis/ archery/ athletics).

Sampling

The sampling method used in this study is snow ball sampling. The snowball sampling is done when research participants recruit other participants for the case. In this study the Google form was circulated to few participants whom further circulated to their known sports athletes.

Research design

Cross sectional design is being used throughout the study. It is a design which can draw one or more samples from the population at one time. The study is a comparative type where two groups are compared to conclude the importance of emotional intelligence and adjustment in the participants. Those group include team and individual athletes playing various sports. The individual athletes were 40 which were from different individual sport (swimming/ archery/ tennis/ athletics/ badminton). The team athletes were 40 which were from various team sports (volleyball/ basketball/ football/ cricket/ hockey).

Test/tools

Schutte Self Report Intelligence Test (SSEIT):

Measure	Emotional intelligence
Author	Nicola Schutte, 1998
Sub scales	Emotion perception Utilizing emotions Managing self-relevant emotions Managing others emotions
Structured off by	Salovey and Mayer
Item	33
Type	Self-report scale
Likert scale	1(strongly agree)- 5(strongly disagree)
Reliability	0.90 (adults and adolescents)

SSEIT is a method of measuring Emotional Intelligence using four sub scales: emotion perception, utilizing emotions, managing self-relevant emotions and managing others emotions. SSEIT include 33 items self-reporting using a 1(strongly agree) to 5(strongly disagree) scale for responses. Each sub test score is graded and then added together to give the total score for the participants. Schutte and her colleges report a reliability rating of 0.90 for their Emotional Intelligence scale. The EI score is fairly reliable for adults and adolescents.

Brief Adjustment Scale – 6:

The Brief Adjustment Scale – 6 is the method to measure general psychological Adjustment. It is a six item self-report scale. It was developed as a shorter alternative to the most commonly used instrument for overall distress and functioning, the Outcome Questionnaire – 45 (OQ- 45.2). The OQ- 45.2 is most frequently used to monitor client status throughout psychotherapy. Factor analyses showed the items were well represented by a single factor, indicating a unidimensional factor structure. The BASE – 6 demonstrated good internal consistency (α =0.87 – 0.93) and there was a good test retest reliability. BASE-6 item and total scores were generally higher in the clinical sample compared with the nonclinical

samples. Participants perceived the BASE-6 as easier to use, and more acceptable on a weekly basis compared with the OQ-45.2. Results provide preliminary evidence that the BASE-6 has acceptable psychometric properties. The Likert scale for the measurement of responses is from 1 (not at all) to 7 (extremely).

Procedure

The study was conducted to find the emotional intelligence an adjustment level in team and individual athletes. The two scales were used to measure the EI and adjustment among the participants. Data collection was done with the help of circulating the Google forms to the known sports participants and further they were circulated to the contacts of the participants. The method of snowball sampling was being used throughout the process. There were 80 participants out of which 40 were from team sports and 40 from individual sports.

Data Analysis & Result

The data was put into the excel and results were drawn. Firstly, the correlation was used. Then the t-test: Two Sample with unequal variances was used to find the means between the two variables. Then the result was concluded through descriptive statistics.

Descriptive Statistics for Individual Athlete

Individual EI		**Individual Adjustment**	
Mean	129.55	Mean	23.25
Standard Error	2.806117402	Standard Error	1.411831871
Median	135	Median	24
Mode	141	Mode	30
Standard Deviation	17.74744474	Standard Deviation	8.929208768
Sample Variance	**314.9717949**	Sample Variance	**79.73076923**
Kurtosis	1.261104531	Kurtosis	-0.412345391
Skewness	-0.888799967	Skewness	-0.757730968
Range	91	Range	30
Minimum	75	Minimum	6
Maximum	166	Maximum	36
Sum	5182	Sum	930
Count	40	Count	40

Descriptive Statistics for Team Athletes

Team EI		*Team Adjustment*	
Mean	130.925	Mean	23.1
Standard Error	2.472253	Standard Error	1.22202
Median	134	Median	24
Mode	136	Mode	24
Standard Deviation	15.6359	Standard Deviation	7.728734
Sample Variance	**244.4814**	Sample Variance	**59.73333**
Kurtosis	-0.46061	Kurtosis	-0.14673
Skewness	-0.32777	Skewness	-0.71062
Range	63	Range	30
Minimum	96	Minimum	6
Maximum	159	Maximum	36

Sum	5237	Sum	924
Count	40	Count	40

The descriptive statistics was used to find the variance and it concluded that the variance for the test is unequal. Descriptive statistics employs a set of procedures that make it possible to meaningfully and accurately summarize and describe samples of data. Hence t-test: Two samples assuming unequal variances were used to calculate the data further.

t- Test for Emotional Intelligence

	Individual EI	**Team EI**
Mean	129.55	130.925
Variance	314.9717949	244.4814103
Observations	40	40
Hypothesized Mean Difference	0	
Df	77	
t Stat	**-0.367663748**	
P(T<=t) one-tail	0.357066327	
t Critical one-tail	**1.664884537**	
P(T<=t) two-tail	0.714132655	
t Critical two-tail	1.991254395	

t- Test for Adjustment

	Individual Adjustment	**Team Adjustment**
Mean	23.25	23.1
Variance	79.73076923	59.73333333
Observations	40	40
Hypothesized Mean Difference	0	
Df	76	
t Stat	**0.080332269**	
P(T<=t) one-tail	0.468092079	
t Critical one-tail	**1.665151353**	
P(T<=t) two-tail	0.936184157	
t Critical two-tail	1.99167261	

In this study t-test was conducted to analyse the data for the comparative study. A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features.

RESULT

	Individual EI	**Individual Adjustment**	**Team EI**	**Team Adjustment**
Individual EI	1			
Individual Adjustment	0.050239833	1		
Team EI	0.118702936	0.045867492	1	
Team Adjustment	0.011739533	0.123725231	-0.218269391	1

Calculated T value < Critical T value means there is no significant difference between Individual athletes and Team athletes with respect to EI and Adjustment.

Hence, Null Hypothesis not rejected.

DISCUSSION

The Emotional Intelligence and Adjustment level of a person does not affect the performance of an athlete. If a person has higher level of EI and Adjustment then is does not mean that he will have a better performance in a particular sport. A person with low level of emotional intelligence and adjustment could also be good at sports performance. This study revealed that emotional intelligence and adjustment level is same in team as well as individual athletes and it does not have any effect on the good performance in any sport. The study not only specifies a particular sport participant rather the various sport participants were involved in this study. The result showed that there is no significant difference in the emotional intelligence and adjustment level of individual and team athletes.

Limitations

- When a person is high in emotional intelligence and adjustment, it is not necessary that the person's performance in sports will affect.
- As the self assessment scale was used in the study the responses given by the particular individuals may be due to the social desirability.
- The sample size was limited due to the pandemic and maximum responses were of the team athletes as compared to the individual athletes.

Recommendations

Further this research can be done taking gender with the same variables (Emotional Intelligence and Adjustment) with the same sample size (Individual athletes and Team athletes).

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Conflict of Interest

The author(s) declared no conflict of interest.

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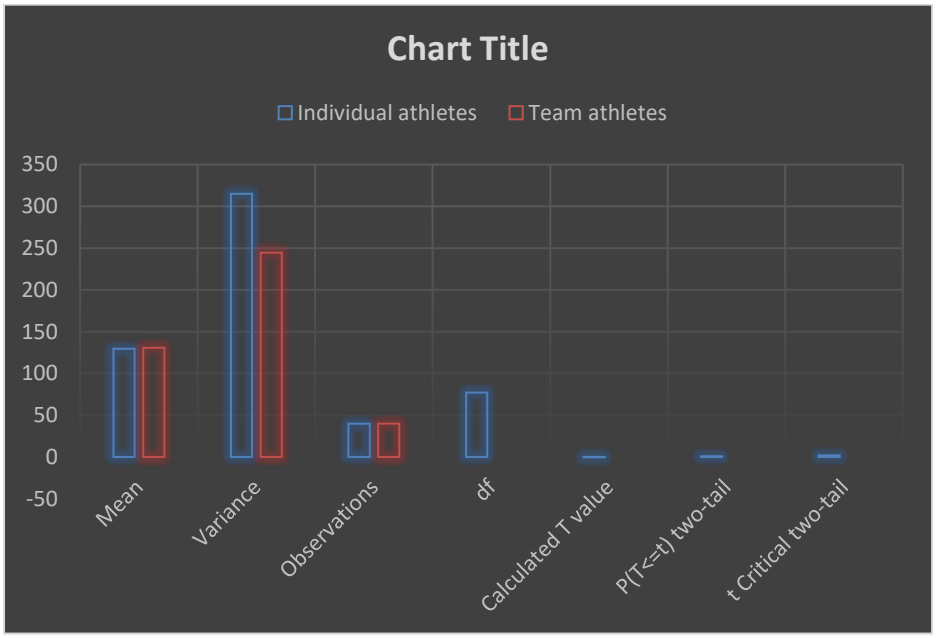
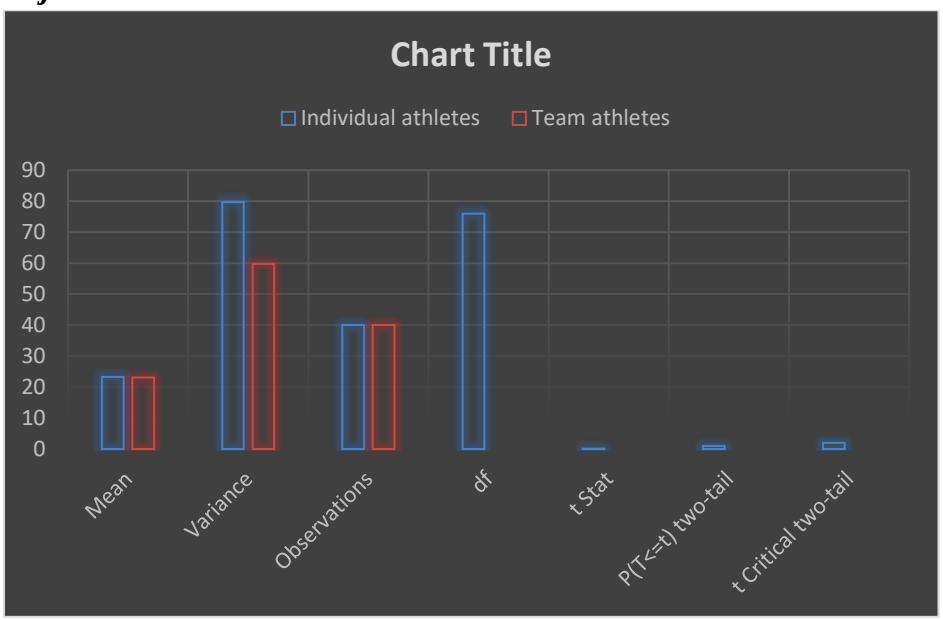
Appendices

Emotional Intelligence



Adjustment